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ABSTRACT

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to provide students with mild handicaps with systematic individual assessment of vocational preferences and instruction in work-related skills. The curriculum stresses parent involvement, vocational training beginning at the 7th or 8th grade levels, a cyclical approach with initial activities later repeated in more advanced or complex forms, hands-on and real life experiences, and remediation of social deficits. The curriculum is organized by broad goals. Goals 1 and 2 involve collecting and summarizing information about students' functional life skills and their vocational interests and experiences. Goals 3-10 are designed to help students explore individual vocational preferences. Students learn to observe work, determine the skills required to perform a job, and analyze their ability to do specific jobs. Students also develop basic skills essential for obtaining employment including using the telephone, scheduling appointments, and participating in an information interview. Sample lesson plans and forms are included in the module. Lessons may be incorporated into an existing life skills special education class or presented as a separate course which might include nonhandicapped students. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. (DB)

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CAREER EXPLORATION

A Curriculum Manual for Students With Mild Handicaps

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AVAILABLE MODULES

Career Exploration for Students with Mild Handicaps

Career Exploration for Students with Moderate Handicaps

Career Exploration for Students with Severe Handicaps

Work Exploration for Students with Handicaps

Work Site Development and Analysis

Career Focus for Students with Handicaps

Job Preparation for Students with Handicaps

Staffing Strategies

Transition Strategies

STEP--University of Idaho

Secondary Transition and Employment Project

June 5, 1986

CAREER EXPLORATION FOR STUDENTS WITH MILD HANDICAPS

This curriculum was developed for students with mild handicaps to provide systematic individual assessment of vocational preferences and instruction in work-related skills. Students participating in career exploration activities will learn to analyze their job skills and preferences in relation to work which they observe at school and in the community. To accommodate the learning needs of students with handicaps, the curriculum is based on several considerations. First, parents and students should be integrally involved in planning the curriculum. Second, vocational training should begin early, preferably at the 7th or 8th grade level, and should be cyclical in nature, with students participating in activities and then returning to expanded versions of the same activities or engaging in more complex activities in subsequent grades. In this way students may be introduced to skills in 7th grade and provided opportunities to master these skills in later grades; when skill acquisition is problematical, the teacher can create adaptations to materials or routines. Third, teachers should take advantage of every opportunity to use real-life materials, hands-on experiences, and on-site instruction to facilitate generalization. Fourth, the social skill deficits of students with handicaps should be addressed: assessment of and instruction in appropriate social behaviors should be incorporated into both school and community based career exploration activities.

The following pages contain a chart of suggested goals and activities for Career Exploration. Separate modules are available for students with mild, moderate, and severe handicaps and sample lesson plans and forms are included in each. A module on assessment and instruction in job-related social skills is also available.

Goals 1 and 2 for students with mild handicaps involve collecting and summarizing information about students' functional life skills and their vocational interests and experiences. Goals 3-10 are designed to help students explore individual vocational preferences by gathering information from a variety of sources. Students learn to observe work, determine the skills required to perform a job, and analyze their ability to do specific jobs. Students also develop basic skills essential for obtaining employment, including using the telephone, scheduling appointments, and participating in an information interview. Sample lesson plans and forms are included in this module.

Lessons may be incorporated into an existing life skills special education class or, for some students, presented as a separate course which may include students in regular education classes who could benefit from participation in the class. The activities delineated in this unit provide a framework for the teacher. Additional activities should be developed which address the needs of each student, based on vocational IEP goals developed in conjunction with the student, parents, and school personnel.

STEP: University of Idaho

CAREER EXPLORATION

MILD	MODERATE	SEVERE
GOAL 1: Collect information about student's functional skills. Activities: 1. Assess functional (life) skills.	GOAL 1: Collect information about student's functional skills. Activities: 1. Assess functional (life) skills.	GOAL 1: Collect information about student's functional skills. Activities: 1. Assess functional (life) skills.
GOAL 2: Summarize information about student's vocational interests and activities. Activities: 1. Collect information about student's strengths, deficits, learning style. 2. Conduct an initial student vocational interview and self inventory. 3. Conduct an initial parent interview 4. Review vocational information obtained and develop with student a list of careers/jobs of interest. 5. Summarize class vocational interests and assessment data.	GOAL 2: Summarize information about student's vocational interests and activities. Activities: 1. Conduct an initial student vocational interview and self inventory. 2. Conduct an initial parent interview. 3. Complete student self-inventory. 4. Summarize information gathered from activities 1-3. 5. Develop long-term plan for the student.	GOAL 2: Collect and summarize information about student's present and future vocational interests. Activities: 1. Assess student activities and parent expectations. 2. Develop a long-term plan.
GOAL 3: Student is introduced to the concept of work, values associated with work, and reasons people work. Activities: 1. Student organizes a career exploration notebook. 2. Student generates ideas about reasons for working. 3. Student identifies individual vocational priorities and values.	GOAL 3: Student is introduced to the concept of work, values associated with work, and reasons people work. Activities: 1. Students are introduced to the concept of work. 2. Student organizes a career exploration notebook.	GOAL 3: Provide opportunities to experience a variety of jobs. Students work on jobs in the classroom and in the school building to assess their work skills and preferences.

MILD	MODERATE	SEVERE
GOAL 4: Student uses a variety of information sources to learn about jobs/careers and to generate an individual list of local employment options. Activities: 1. Student visits Job Service and Chamber of Commerce. 2. Student uses local newspaper to learn about available jobs. 3. Student schedules, prepares for, listens to, and summarizes presentations by resource persons. 4. Student uses directories to categorize/list types of community businesses. 5. Student receives an overview of written sources of career information. 6. Student prepares for and participates in group tours of community businesses. 7. Student uses written sources to gather information about a career of interest. 8. Student questions friends and relatives about a career of interest. 9. Student uses information sources to prepare an oral or written project on a career of interest.	GOAL 4: Student uses a variety of information sources to learn about jobs/careers and to generate an individual list of local employment options. Activities: 1. Student uses newspaper to learn about job openings. 2. Student uses telephone book to find places of employment. 3. Student questions friends/relatives about a career/job of interest.	GOAL 4: Student learns work-related skills needed to prepare for and travel to a work environment. Activities: 1. Student uses a daily schedule. 2. Student uses a checklist to prepare for work. 3. Student uses transportation and mobility skills.
GOAL 5: Student learns critical skills for obtaining job/career information through personal interviews. Activities: 1. Student chooses a job of interest and selects an employer/employee to interview. 2. Student role plays using the telephone to arrange an interview. 3. Student schedules an information interview. 4. Student prepares a list of questions for the interview. 5. Student role plays the information interview. 6. Student records information obtained during the simulated interview. 7. Student participates in a scheduled information interview with a community employer or employee.		

MILD	MODERATE	SEVERE
GOAL 6: Student learns to observe work and analyze the critical skills needed to perform the job. Activities: 1. Student observes videotapes from community job site and records information about skills, working conditions. 2. Teacher schedules work observation at community job sites. 3. Student conducts a work observation at a community job site. 4. Student reviews information collected during work observation and decides if he/she could perform the job.	GOAL 5: Student learns to observe work and analyze the critical skills needed to perform the job. Activities: 1. Student becomes familiar with places of employment in the community. 2. Student develops a prioritized list of work observation sites. 3. Student observes videotapes of persons at work and summarizes critical skills. 4. Student observes work at selected community sites, noting major skills. 5. Student decides whether he/she likes and could perform the job observed. 6. Information is summarized on student profile.	
GOAL 7: Student learns to use available resources to pursue after-school or summer employment preferences. Activities: 1. Student reviews community resources useful in finding work. 2. Student uses networking to find job leads.		

IMPLEMENTING A CAREER EXPLORATION CURRICULUM

The following activities should be conducted by the special education teacher or the work experience coordinator prior to implementing a Career Exploration curriculum:

1. Present a rationale and supporting data for a community-based vocational program to the director of special education, the school principal, the school board, and parents. Include a tentative outline of the goals and objectives for the program.

2. Obtain a written confirmation of the district administration's knowledge and support of a community-based vocational program.

3. Obtain written permission from parents or guardians for their children to participate in career exploration activities. A sample permission form is included in this section.

4. Develop strategies for supervising students participating in activities in the community. A Staffing Strategies Module which outlines effective use of staff time to provide school and community-based programming is available from STEP.

5. Ensure liability, medical, and accident coverage through the school's extended coverage, parents' medical insurance, and/or other carriers.

EXAMPLES OF INSURANCE COVERAGE FOR WORK EXPLORATION PROGRAM

Example 1

For non-paid work exploration, a training agreement is signed by the employer, teacher and parent/guardian. The school district has liability insurance covering school activities not conducted on schools grounds. Parents are responsible for medical and accident insurance for community-based, vocational and other school activities. Work exploration is included on the IEP as a vocational goal.

Students who are paid on the job are covered by the employer's workers compensation insurance.

Example 2

Students who are placed in non-paid work experience in the community are covered through the Volunteer Bureau in that community. The Volunteer Bureau provides insurance coverage for volunteers working at non-profit organizations such as a hospital or college.

Students who are paid are covered by the employer's workers compensation insurance.

For all students involved in the work experience program, their parents must sign a form that indicates their insurance carrier and that the student is covered by 24 hour insurance, or agree to purchase school insurance. Work experience is included on the IEP as a vocational goal.

Example 3

The school pays the students through the employer so all students are covered by workers compensation insurance. For all other community-based activities, the students are covered the same as students involved with field trips and sports. The students can also buy an insurance policy through the school for $8/school year.

Work experience is included on the IEP as a vocational goal.

PARENT PERMISSION FORM

I understand that my child will be participating in a work exploration program in the community that has been explained to me by school personnel. I also understand that there may be occasions when school personnel will transport my child to job interviews and job-related activities.

I hereby release the school and School District # _____ from any responsibility involved in:

_____ participating in a community work exploration program

_____ transportation by school personnel for job-related activities

Student accident or medical insurance is _____, is not _____ carried on my son or daughter _____.
(Name of Student)

Name of insurance company: _____

Policy Number: _____

_____ _____
Parent's Signature Date

_____ _____
Principal's Signature Date

_____ _____
Teacher's Signature Date

Phase I: Career Exploration

Suggested Goals and Activities for Students with Mild Handicaps

Goal 1: The instructional team will systematically collect information about the student's functional skills in order to establish instructional priorities.

Activity 1: The student's functional life (survival) skills will be assessed. Assessment and training of life skills such as phone use, time and money skills, and community mobility should be an ongoing part of the student's program throughout junior and senior high.

Responsible Persons: Instructional Team, Parents, Student.

Materials/Forms: See sample life skills assessments and cover letter included in Appendix - Goal 1.

Products/Outcome: Assessment helps target areas of functional skill deficits and solicits parental input in establishing instructional priorities. This partially fulfills the requirements for Level I Assessment of Functional Skills (see the assessment section of the STEP manual).

Suggested Start/Completion Date: Ongoing beginning in 7th or 8th grade and updated annually.

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Goal 2: The instructional team will collect and summarize information about the student's past and present vocational interests and experiences and his or her expectations for the future.

Activity 1: Collect information about the student's strengths and weaknesses including scores in math and reading and his or her preferred learning style. This information should be initially collected during grades 7 or 8 and updated annually. Using this information, the instructional team can suggest appropriate teaching strategies and work placements based on the student's learning style, strengths, and skills. During the student's senior year, the updated summary can be made available to appropriate adult service agencies with parental permission.

Responsible Persons: Instructional Team.

Materials/Forms: See Student School Record Summary form in Appendix - Goal 2.

Products/Outcome: This process yields a summary of the student's strengths and weaknesses; skill level in reading, writing and math; learning styles; and method of communication.

Suggested Start/Completion Date: Spring or Fall semester of 7th and 8th grade. The summary should be updated and revised yearly.

Activity 2: Conduct an initial student interview in which the student has the opportunity to state attitudes toward work, strengths, skills, interests, and vocational priorities. This interview is not meant to result in job or career selection but rather to begin the process of thinking about work choices and gathering more information about available options. It may be helpful for some students, particularly if this occurs after 7th or 8th grade, to complete an attitude/interest questionnaire prior to the interview so they take time to analyze their own attitudes and strengths and to be more directly involved in the process of setting vocational goals.

Responsible Persons: Instructional Team, Student.

Materials/Forms: See sample Student Interview and Self-Inventory forms in Appendix - Goal 2.

Products/Outcome: Summary of student's past work experiences, attitude toward work, future plans, and areas in which he or she would like more information. This partially fulfills the requirements for Level II Assessment of Career/Vocational Interests (see assessment section of the STEP manual).

Suggested Start/Completion Date: Fall of 7th or 8th grade. This is typically done annually.

Activity 3: Conduct an interview with each student's parents or guardians to gather more information about the student's vocational interests, give parents information about school and community based vocational training options currently available, and solicit parental input into the student's instructional program. This interview is not intended to result in job or career selection for the student but rather to begin the process of thinking about work choices and gathering more information about available options.

Responsible Person: Instructional Team, Parents.

Materials/Forms: See Parent Interview form included as an example in Appendix - Goal 2.

Products/Outcome: The interview yields the parents' assessment of the student's past work experience, their preferences for the student's vocational training, and their expectations for the student's future work or career. This partially fulfills the requirements for Level II Assessment of Career/Vocational Interests (see assessment section of the STEP manual).

Suggested Start/Completion Date: Fall of 7th or 8th grade. This is typically done annually.

Activity 4: Review with the student the vocational information obtained from school records and parent and student interviews. With the student, develop a list of careers/jobs of interest, which he or she would like to investigate as well as the environments/sites where such work is performed.

Responsible Persons: Student, Teacher.

Products/Outcome: A list of careers/jobs and workplaces to be investigated during this unit of Career Exploration using written sources, group tours, information interviews, or work observation.

Suggested Start/Completion Date: Develop the list with the initiation of Career Exploration activities in grades 7, 8, and/or 9. This activity can be repeated annually.

Activity 5: Summarize information gathered from Activities 1-4 above.

Responsible Persons: Instructional Team.

Materials/Forms: See Class Summary of Vocational Interests form included as an example in Appendix - Goal 2.

Products/Outcome: A summary of the students' career interests assessment results, strengths and limitations, and parental expectations; and a listing of possible work placements. The class summary assists the teacher in organizing career exploration activities and effectively placing students in appropriate learning situations.

Suggested Start/Completion Date: Prior to implementation of Career Exploration Goals 3-8.

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Goal 3: The student will be introduced to the concept of work, values associated with work, and reasons people work.

Activity 1: Students begin to organize a Career Exploration notebook which will contain information about personal vocational interests and values, specific jobs/careers of interest, and job finding and job maintenance tips. For each career/job investigated, the student will gather and place in the notebook information about places where the work is performed, who hires, what skills are needed on the job, and what the work environment is like.

Responsible Persons: Student, Teacher.

Materials/Forms: Materials produced/collected by the student during Career Exploration.

Products/Outcome: A record of the student's investigations into specific jobs or careers, a record of the student's evolving vocational

interests and attitudes, and a compilation of job-finding and job-maintenance strategies.

Suggested Start/Completion Date: The notebook should originate at the beginning of Career Exploration and may be maintained during the Work Exploration, Career Focus, and Job Preparation phases of the STEP model.

Activity 2: Students meet in small groups to brainstorm ideas about reasons for working (for example, making money, personal satisfaction, expectations of society). Ideas may also be obtained from students' parents, neighbors, teachers.

Responsible Persons: Students, Teacher.

Products/Outcome: Lists of reasons for working are filed in the Career Exploration notebook. The group may wish to assemble a bulletin board or other display on this topic.

Suggested Start/Completion Date: Initial phase of Career Exploration.

Activity 3: Students identify individual vocational priorities and begin to articulate personal values associated with their choices for work.

Responsible Persons: Student, Teacher.

Materials/Forms: See Appendix - Goal 3 for resources/strategies which can be used to help students think about and express their feelings about work.

Products/Outcome: A prioritized list of 3 vocational goals such as "I want a job that pays well", "I don't want to work around girls", "I want people to look up to me", "I want to work by myself". The teacher should recognize that most students at this level are just beginning to formulate vocational values; this activity is designed to encourage students in that process and no attempt should be made to impose values on students.

Suggested Start/Completion Date: Beginning with the initial Career Exploration (grade 7, 8, or 9) and ongoing.

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Goal 4: The student will use a variety of information sources to learn about jobs/careers and to generate an individual list of local employment options. Information sources should include at least newspapers, employment services, the telephone book, adult workers, and older student who work.

For each job or career of interest to the student (see Goal 2, Activity 4) information about local opportunities may be gleaned from these sources and recorded in the Career Exploration Notebook.

Activity 1: Students learn about local employment opportunities and trends by visiting the local Job Service and the Chamber of Commerce.

Responsible Persons: Student, Teacher, Community Resource Persons.

Materials/Forms: A list of questions for Job Service and Chamber of Commerce representatives prepared by students.

Products/Outcome: A list or written summary prepared by each student of the types of work available in the community.

Suggested Start/Completion date: Beginning with the initial Career Exploration in grade 7, 8, or 9.

Activity 2: Students learn to use the local newspaper as a source of information about jobs available in the community. This may include:

a. Learning the classification system used in the want ads;
b. Learning to "translate" common abbreviations used in want ads using context clues and a list of abbreviations;
c. Selecting advertised jobs, determining what duties each job would likely entail, deciding if they would be interested in the work, and determining how to go about applying for the job;
d. Reviewing the classified ads on a daily or weekly basis to determine the types of jobs advertised in the community over time. Students may wish to monitor all such jobs as a class project by categorizing the jobs and keeping a running tally of jobs advertised in each category or to individually keep track of a specific job of interest by collecting ads for the job over the course of a semester.

Responsible Persons: Student, Teacher.

Materials/Forms: See Appendix - Goal 4 for outline of lesson sequence and sample materials.

Products/Outcome: Oral or written student assessments of information about local jobs obtained by reading classified ads, including a statement of why the job would or would not be of interest; a tally of job openings by category advertised in the classified section of the local newspaper; an individual student folder or notebook containing local ads for a specific job over time.

Suggested Start/Completion Date: Beginning with the initial Career Exploration (7th, 8th or 9th grade) and ongoing.

Activity 3: Students schedule, prepare questions for, listen to, and summarize presentations by resource persons such as vocational teachers, guidance counselors, employers, private employment agencies, and military recruiters.

Responsible Persons: Student, Teacher.

Materials/Forms: Lists of student-generated questions for resource persons.

Products/Outcome: (1) A presentation schedule of community resource persons contacted by students and/or the teacher who are willing to present information about career/jobs. The list can be maintained in the classroom, updated, and used in subsequent semesters. (2) Student summaries of presentations by community resource persons.

Suggested Start/Completion Date: Beginning with initial Career Exploration (7th, 8th, or 9th grade) and ongoing.

Activity 4: Using the Yellow Pages of the telephone book, business directories, and Chamber of Commerce publications, students list the types of businesses which predominate in the community. Students may: (1) categorize places of employment in the community, (2) use the Yellow Pages or business directories to tally the number of employers in each category, (3) consult Chamber of Commerce materials to determine which businesses are major employers, and/or (4) list employers/businesses which hire in their area of career/job interest.

Responsible Persons: Student, Teacher.

Materials/Forms: Telephone books or business directories. The teacher may prepare a worksheet containing the major categories in the directory on which students can record totals.

Products/Outcome: A tally of the number of employers in each of the major employment categories in a community business directory and/or a list of employers which hire in students' job preference areas.

Suggested Start/Completion Date: Initial Career Exploration (7th, 8th, or 9th grade).

Activity 5: Students receive an overview of written sources of career information available in the school and/or community library.

Responsible Persons: Teacher, Librarian.

Materials/Forms: See sample Library Resource Inventory Form in Appendix - Goal 4.

Products/Outcome: Students receive a list of relevant library resources with a brief description of each to be filed in their Career Exploration notebooks and used in investigating individual careers/jobs of interest and preparing oral or written reports for the class.

Suggested Start/Completion Date: Initial Career Exploration (7th, 8th, or 9th grade).

Activity 6: Students prepare for and participate in group tours of selected businesses in the community.

Responsible Persons: Teacher, Student.

Materials/Forms: Questions developed by students. See Appendix - Goal 4 for sample questions developed by students.

Products/Outcome: A follow-up group discussion of information obtained during the tour. For each work site visited, students may collect information and materials to be used in preparing an oral or written report or a bulletin board, poster, or learning center using information and materials collected during his or her research.

Suggested Start/Completion Date: Initial Career Exploration (7th, 8th, or 9th grade).

Activity 7: Students use written sources of information to gather information for preparing an oral or written report or a bulletin board, poster, or learning center on a career or job which interests them.

Responsible Person: Student.

Materials/Forms: See Library Resource Inventory, Job Information Sources Research Questions, and/or Questions About Jobs contained in Appendix - Goal 4.

Products/Outcome: Information for an oral or written report on a career/job of interest.

Suggested Start/Completion Date: Beginning in 7th or 8th grade and ongoing.

Activity 8: Students question parents, relatives, and/or employed friends about a career/job of interest.

Responsible Person: Student.

Materials/Forms: See Questions About Jobs contained in Appendix - Goal 4.

Products/Outcome: Information for an oral or written report or a bulletin board, poster, or learning center on a career or job of interest to the student.

Suggested Start/Completion Date: Initial Career Exploration (7th, 8th, or 9th grade).

Activity 9: Each student uses information obtained from group tours, written sources, and/or discussions with parents, relatives, or

friends, to prepare an oral or written report or a bulletin board, poster, or learning center on a job/career of interest.

Responsible Persons: Student, Teacher.

Materials/Forms: Information collected from observation, library sources, questionnaires, presentations, and discussions.

Suggested Start/Completion Date: Initial Career Exploration (7th, 8th, or 9th grade).

- -

Goal 5: The student will learn the critical skills required for obtaining job/career information through personal interviews: using the phone, determining appropriate questions, introducing himself or herself, participating in a information interview, taking notes, and writing a follow-up letter.

Information obtained from the interview process should be collected in the Career Exploration Notebook.

Activity 1: Each student chooses a job of interest and with the help of the teacher or community resource persons selects an employer or employee to interview who can provide information about the job.

Responsible Persons: Student, Teacher, Community Resource Persons.

Materials/Forms: None required.

Products/Outcome: The name of an employer or employee in the community.

Suggested Start/Completion Date: Initial Career Exploration and ongoing.

Activity 2: Students roleplay using the telephone to schedule an appointment with an employer/employee to conduct an information interview.

Responsible Persons: Student, Teacher.

Materials/Forms: Teletrainer or telephones; script. See Appendix - Goal 5 for sample lesson plan and script.

Products/Outcome: Appropriate use of the telephone by the student in simulation.

Suggested Start/Completion Date: 7th, 8th, or 9th grade and ongoing.

Activity 3: Students call a selected employer or employee and schedule an information interview. Teacher has prior contact with the person to be interviewed in order to explain the purpose of the interview and to enlist his or her cooperation.

Responsible Persons: Student, Teacher.

Materials/Forms: Prepared script if needed by student.

Products/Outcome: An appointment for an information interview.

Suggested Start/Completion Date: 7th, 8th, or 9th grade and ongoing.

Activity 4: Students generate a list of appropriate questions to ask during the information interview.

Responsible Persons: Student, Teacher.

Materials/Forms: See Questions About Jobs in Appendix - Goal 4 and Sample Questions for Information Interviews in Appendix - Goal 5.

Products/Outcome: A written list of appropriate questions which the student can take to the information interview.

Suggested Start/Completion Date: 7th, 8th, or 9th grade and ongoing.

Activity 5: Students roleplay (with teacher, peer tutor, or classmate) introducing themselves and participating in the information interview using the questions they have prepared.

Responsible Persons: Student, Teacher, Tutor/Aide.

Materials/Forms: Interview questions prepared by the student; How to Do Information Interviewing guide contained in Appendix - Goal 5.

Products/Outcome: Fluent use of appropriate questions in a simulated interview.

Suggested Start/Completion Date: 7th, 8th, or 9th grade and ongoing.

Activity 6: Each student records information learned during a simulated interview using the most efficient technique for him or her (for example, taking notes or using a tape recorder) and prepares an oral or written summary.

Responsible Persons: Student.

Materials/Forms: Interview questions provided by student. See Appendix - Goal 5 for sample questions.

Products/Outcome: An accurate oral or written summary of the interview.

Suggested Start/Completion Date: 7th, 8th, or 9th grade and ongoing.

Activity 7: Students participate in the scheduled information interview with a community employer/employee, introducing themselves, asking appropriate questions, recording information, and preparing an oral or written summary for presentation to other students.

Responsible Persons: Student.

Materials/Forms: Interview questions provided by student.

Products/Outcome: An accurate oral or written summary of the interview.

Suggested Start/Completion Date: 7th, 8th, or 9th grade and ongoing.

Activity 8: Each student writes a letter of appreciation to the person he or she interviewed.

Persons Responsible: Student, Teacher.

Materials/Forms: None required.

Products/Outcome: Participating employers/employees are thanked with a letter of appreciation.

Suggested Start/Completion Date: Following each scheduled information interview (7th, 8th, or 9th grade and ongoing).

- -

Goal 6: The student will learn to observe work and analyze the critical skills which are needed to perform the job.

Information obtained by the student from work observations and individual skill analyses should be collected in the Career Exploration Notebook.

Activity 1: Using videotapes from community job sites, students observe work being performed and record information about the skills required to do the job, essential work behaviors, and environmental factors.

Responsible Persons: Teacher, Student.

Materials/Forms: Teacher-prepared videotapes of entry level jobs typically performed in the community. Each videotape should be filmed on an actual job site and show an employee performing all or most of

the tasks required for the specific job. See Appendix - Goal 6 for titles of work observation videotapes available through the STEP project and for a sample work observation form for student use.

Products/Outcome: A completed work observation form (Appendix - Goal 6) for each observed videotape. Students engage in follow-up discussion after each observation to compare notes.

Suggested Start/Completion Date: 7th, 8th, or 9th grade and ongoing.

Activity 2: Teacher contacts community employers to schedule on-site work observation experiences for students.

Responsible Person: Teacher.

Materials/Forms: The teacher may refer to the Class Summary of Vocational Interests (see Appendix - Goal 2) to determine the types of work students are interested in observing. The teacher may then contact employers he or she knows to set up observation visits, or may use the school's work experience coordinator or other resource persons to obtain the names of employers who would be receptive to having students conduct a work observation in their businesses. Contacts may be recorded on a site development log (see Appendix - Goal 6).

Products/Outcome: A list of community employment sites which can be used for work observation.

Activity 3: Students visit actual job sites of interest in the community and conduct a systematic work observation using a checklist or a written job analysis.

Responsible Persons: Student, Teacher.

Materials/Forms: See Work Observation form in Appendix - Goal 6.

Products/Outcome: A completed work observation form. In a follow-up discussion, the student reviews information he or she recorded from the work observation with other students who have observed work at the same site.

Suggested Start/Completion Date: 7th, 8th, or 9th grade and ongoing.

Activity 4: The student reviews information obtained during the work observation in terms of whether the job is a realistic option given the student's interests and abilities. This process may be systematized by using the Job Skill/Individual Skill Analysis form included in this unit. The teacher may provide assistance to the student in determining which skills currently exist in his or her repertoire and in brainstorming workable strategies for learning or circumventing requisite skills.

Responsible Persons: Student, Teacher.

Materials/Forms: See Job Skill/Individual Skill Analysis for in Appendix - Goal 6.

Products/Outcome: For each job observed, an assessment by the student of whether he or she could do the job and, if not, what training and/or adaptations might help. This may take the form of a written rationale or a summary sheet such as the Job Skill/Job Analysis form.

Suggested Start/Completion Date: 7th, 8th, or 9th grade and ongoing.

- -

Goal 7: The student will learn to use available resources to pursue after school or summer employment preferences.

Activity 1: Student reviews community resources which have been used to obtain information about specific jobs and which may be used to find work: for example, Job Service, newspaper, teachers and counselors.

Responsible Persons: Student, Teacher.

Materials/Forms: Career Exploration Notebook.

Products/Outcome: A list of 3 community resources which may help the student find a summer or part-time job of choice. The list may be filed in the student's Career Exploration Notebook.

Suggested Start/Completion Date: Spring semester of 8th or 9th grade.

Activity 2: Students use networking to find job leads. Students list jobs typically performed by students their age on the chalkboard and discuss their preferences. As a group students could brainstorm names of relatives, friends, and neighbors who could be approached about hiring.

Responsible Persons: Students, Teacher.

Materials/Forms: Chalkboard and list of jobs typically performed by 7th, 8th, or 9th grade students in the community (see Appendix - Goal 7).

Products/Outcome: The name of at least one possible contact person for each job preference.

Suggested Start/Completion Date: Spring semester of 8th or 9th grade.

Activity 3: Students learn how to ask for a job. Following direct instruction by the teacher or a community resource person, students may individually roleplay asking for an after-school or summer job, using

appropriate social skills (introducing himself or herself, initiating the request, saying "Thank you").

Responsible Persons: Teacher or Community Resource Persons, Student.

Materials/Forms: None required.

Products/Outcome: Students appropriately ask for a job in a simulated situation.

Suggested Start/Completion Date: Spring semester of 8th or 9th grade.

Activity 4: Students interested in after-school or summer employment approach a potential employer about a job. For students this age, some typical jobs may be baby-sitting, yard work, working harvest or painting. Students will use community resources and/or networking to find a potential employer and will ask for a job. At this level, students would not be required to demonstrate sophisticated job application or interviewing skills.

Responsible Person: Student.

Materials/Forms: None required.

Products/Outcome: Students appropriately ask for a job.

Suggested Start/Completion Date: Spring semester of 8th or 9th grade.

Activity 5: As an alternative to working for someone else, the student may investigate the possibility of providing a service or product alone (self-employment) or with friends. Examples include selling snowcones from a vending wagon, pet-sitting and exercising; housecleaning. Students should:

a. brainstorm ideas for earning money and select one that seems feasible by considering:

   * the need for the service in the community
   * the materials/equipment needed to do the job
   * the time required to do the job
   * any licenses or permits required
   * a reasonable charge for the service/product

b. obtain parental permission/support
c. decide how to advertise their service/product (flyers, cards, newspaper ad).

Responsible Person: Student.

Materials/Forms: None required.

Products/Outcome: Student self-employment.

Suggested Start/Completion Date: Spring semester of 8th or 9th grade.

APPENDIX - GOAL 1

Goal 1
Activity 1

Dear Parents/Caregivers:

Please fill out the attached checklist covering a variety of skills your son/daughter may perform at home. Many of these skills are needed in later life in vocational settings. The information will allow us to help your son/daughter identify and work on skills not already mastered. If you will call the school for an appointment, I would like to meet with you to plan the future vocational direction of your son/daughter.

_____ _____

DATE TEACHER'S SIGNATURE

LIVING SKILLS CHECKLIST

Student:_____ Date:_____

Completed by:_____

I = Independent	The student always successfully completes the activity/ task using only natural cues and/or adaptations (no help is given).
F = Frequently	The student successfully completes the activity/task using only natural cues and/or adaptations more than half of the time.
O = Occasionally	The student successfully completes the activity/task using only natural cues and/or adaptations less than half of the time.
N = Never	The student never completes the activity/task without requiring help.
N/A	The student has never performed the skill/task.

PERSONAL HYGIENE/GROOMING	I	F	O	N	N/A
1. Washes hands					
2. Washes hair					
3. Washes body					
4. Uses deodorant					
5. Combs/brushes hair					
6. Brushes teeth					
7. Shaves using razor (electric or straight edge)					
8. Cleans/clips fingernails and toenails					
9. (Female) Handles feminine hygiene					
10. Uses kleenex/handkerchief					
11. Wears clean clothes					
12. Wears clothes that fit and are in good repair					
13. Wears clothes that are appropriate for the weather					

HOUSEKEEPING	I	F	O	N	N/A
1. Sweeps floor					
2. Wet mops floor					
3. Cleans bathroom					
4. Washes dishes:					
a. Uses sink					
b. Uses dishwasher					
5. Dries dishes					
6. Stores dishes/pans/utensils in proper place					
7. Cleans counter/table					
8. Disposes of garbage in garbage disposal or container					
9. Cleans/picks up bedroom					
10. Vacuums carpet					
11. Cleans living room					
12. Other _____					

LAUNDRY/CLOTHING CARE	I	F	O	N	N/A
1. Sorts clothes (light/white, dark/colored)					
2. Uses regular washer					
3. Uses regular dryer					
4. Folds/hangs clothes					
5. Mends clothes (buttons, hems, seams)					
6. Irons clothes					
7. Other _____					

MEAL PREPARATION/COOKING	I	F	O	N	N/A
1. Prepares breakfast					
2. Prepares lunch					
3. Prepares dinner					
4. Prepares snacks					
5. Uses kitchen appliances and utensils					
6. Stores and disposes of food properly after meals					
7. Cleans up after cooking					
8. Measures liquid and dry foods					
9. Observes kitchen safety					
10. Prepares shopping list					
11. Stores food after shopping					
12. Other _____					

PERSONAL BUSINESS MANAGEMENT	I	F	O	N	N/A
1. Sets and uses alarm clock					
2. Uses post office					
3. Uses banks					
4. Budgets money					
5. Makes appointments					
6. Uses a calendar					
7. Communicaes full name: verbally, using I.D., and/or written					
8. Communicates address, phone number: verbally, using I.D., and/or written					
9. Fills out miscellaneous forms					
10. Uses media for current events, sports/weather, entertainment information, etc.					
11. Judges travel time requirements					
12. Other _____					

PERSONAL/SOCIAL SKILLS	I	F	O	N	N/A
1. Carries identification (I.D.)					
2. Communicates basic needs: verbally, nonverbally					
3. Uses please, thank you, etc.					
4. Initiates interactions with peers, family members, etc.					
5. Converses with peers, visitors, family members					
6. Refrains from talking to strangers unless necessary					
7. Uses telephone					
8. Answers door in acceptable manner					
9. Practices acceptable manners in/at:					
a. restaurant					
b. theater/spectator event					
c. party/dance					
d. church					
e. doctor					
10. Practices acceptable manners as a:					
a. customer					
b. guest					
c. host					
11. Demonstrates trustworthiness:					
a. conduct can be trusted in unsupervised situations					
b. tells the truth					
c. takes responsibility for personal actions and decisions					
d. asks permission to use other's possessions/things					
12. Accepts/adjusts to situations that are contrary to own will or desire					
13. Accepts/adjusts to novel situations: visitors, schedule change					
14. Uses acceptable table manners					
15. Engages in a passive activity: stereo, movie, etc. List preferences: _____					
16. Engages in solitary games List preferences: _____					
17. Engages in games with othes List preferences: _____					
18. Engages in hobby/craft activity List preferences: _____					
19. Plays sports List preferences: _____					
20. Engages in regular exercise routine					
21. Writes letters to friends					
22. Engages in active socializations with friends, family, groups, parties, members of opposite sex, social clubs, etc.					

MOBILITY	I	F	O	N	N/A
1. Crosses streets using traffic lights and pedestrian crossings					
2. Walks to selected locations					
3. Rides bicycle					
4. Identifies/reads street signs					
5. Identifies/reads house numbers					
6. Identifies appropriate procedure to follow if lost					

HEALTH/SAFETY	I	F	O	N	N/A
1. Treats simple health problems such as cuts/scrapes, slivers, upset stomach, colds					
2. Contacts another for health problems more difficult to handle:					
3. Takes medication					
4. Refills prescription					
5. Reports/handles seizures					
6. Uses telephone to call in sick					
7. Uses telephone to make appointments					
8. Recognizes importance of not combining alcohol and medication					
10. Follows fire drill instructions					
11. Follows other disaster instructions					

COMMUNITY	I	F	O	N	N/A
1. Makes purchases in:					
a. Grocery stores					
b. Department stores/malls					
c. Convenience stores (Circle K, etc.)					
2. Shops for personal items					
3. Purchases meals in restaurants					
4. Uses recreational facilities (bowling lanes, YMCA, parks, etc.)					

CHORES/SUMMER JOBS	I	F	O	N	N/A
1. Performs the following household chores:					
Inside					
a. Vacuums					
b. Dusts					
c. Makes bed					
d. Cleans kitchen					
e. Cleans bathroom					
f. Cares for pets					
g. Other					
Outside					
a. Washes car					
b. Sweeps walk					
c. Shovels snow					
d. Mows lawn					
e. Pulls weeds					
f. Rakes leaves					
g. Other					
2. Other work:					
a. Paper route					
b. Work for neighbors					
c. Other					

APPENDIX - GOAL 2

Goal 2
Activity 1

STUDENT SCHOOL RECORD
SUMMARY FORM

Name _____ Social Security # _____
Date of Birth _____ Age _____
Parent/Caregiver _____
Address _____ Phone _____

Career Interests:

1. _____
2. _____
3. _____
4. _____
5. _____

Work Experience Placements:

1. _____
2. _____
3. _____
4. _____
5. _____

Assessment Data

Academic Ability

Reading Level _____ Test _____ Date _____
Math Level _____ Test _____ Date _____
Language _____ Test _____ Date _____

Intelligence

Verbal _____ Performance _____ Full Scale _____

Career Interests/Aptitudes

Test _____ Results _____
Date _____ _____

Test _____ Results _____
_____ _____

Motor Ability _____ Test _____ Date _____
Physical Capacities (taken from health record and observations)

	Yes	No
Climb/Balance	_____	_____
Stoop/Bend	_____	_____
Reach/Handle	_____	_____
Talk/Hear	_____	_____
Functional Vision	_____	_____
Lift/Carry (L) 10 lbs	_____	_____
(M) 20 lbs	_____	_____
(H) 50 lbs	_____	_____

Physical limitations _____
_____

Health-Related Information _____
_____

Learning Characteristics (from teacher observation):

_____ Works well independently
_____ Works well in a small group
_____ Attends to large group instruction
_____ Requires frequent change of activity
_____ Responds best to reminders and organizers
_____ Responds best to consistency in daily routine
_____ Works well with peer tutors
_____ Uses associational strategies to recall information
_____ Requires assistance reading instructional materials
_____ Responds best when materials are presented orally
_____ Requires oral administration of tests
_____ Can complete written assignments when given clear instructions
_____ Responds best when materials are presented in writing
_____ Responds to visual cues (highlighting, directional arrows)
_____ Performs computations accurately (+ - * division %)
_____ Can determine the information needed and the operation required to solve a problem
_____ Requires adaptations to perform computations (calculator)
_____ Requires time extensions to complete work
_____ Exhibits adequate oral communication skills in class

Areas in which student needs focused assistance (functional skills, expressive language, etc.) _____
_____

Effective Reinforcers _____

Goal 2
Activity 2

STUDENT INTERVIEW

To be completed by student:

Name: _____ Date: _____

Address: _____

City, State, Zip: _____

****

What year are you planning to graduate? _____

Do you receive any special services at school? _____ Yes _____ No

If yes, what kind? _____

_____

****

Previous Work Experience

1. What jobs have you done around your house or school?

_____

_____

_____

2. Have you ever had a job working for an employer? ____ Yes ____ No

Name of Employer	Type of Work	When
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Have you ever filled out a job application? _____ Yes _____ No

4. Have you ever been interviewed for a job? _____ Yes _____ No

Career Interests

1. What kind of job would you like to do when you graduate from high school or college?

_____

_____

_____

2. What kinds of jobs are you interested in now? _____

_____

_____

3. Which of these jobs is the one you would most like to do?

First Choice: _____

Second Choice: _____

Third Choice: _____

4. What jobs would you like to find out more about? _____

_____

_____

_____

5. What kind of work would you not like to do? _____

_____

_____

****

Skills

1. What would an employer like about you? _____

_____

_____

2. What would an employer not like about you? _____

_____

_____

3. Do you have any skills you learned in school or elsewhere that would help you on a job? _____

_____

_____

_____

****

Notes

****

Interviewed By: _____ Date _____

Goal 2
Activity 2

STUDENT SELF INVENTORY

1. What do you do in your leisure time? (Sports, hobbies, etc.)

2. What jobs do you do at home? Do you get paid for them?

3. Have you ever worked for neighbors mowing lawns, weeding gardens, shoveling snow, baby-sitting, etc.?

4. What jobs do you do at school? (Office work, selling programs, tickets, concessions, manager of a team, etc.)

5. Have you ever done any volunteer work? If yes, please explain.

6. Have you ever had a job working for an employer? Where? How long?

7. What jobs do you think you would like to do?

8. What jobs do you think you are good at doing?

9. What job or jobs do you really think you would not like? Why?

10. Check the classes you like best:

___ English	___ Agriculture	___ Typing
___ Math	___ Music	___ Art
___ Science	___ Home Economics	___ Other _____
___ Social Science	___ Shop	_____
___ P.E.	___ Auto Mechanics	_____

11. Check the classes you like least:

___ English	___ Agriculture	___ Typing
___ Math	___ Music	___ Art
___ Science	___ Home Economics	___ Other _____
___ Social Science	___ Shop	_____
___ P.E.	___ Auto Mechanics	_____

12. Check the vocational courses you have taken:

___ Office Practices	___ Consumer Ed	___ Food Preparation
___ Shop	___ Typing	___ Other _____
___ Auto Mechanics	___ DECA	_____
___ Agriculture	___ Home Economics	_____

13. Check as many kinds of jobs from the list as you want that you think you would enjoy doing if you had training.

___ Maid	___ Logger
___ Cook	___ Carpenter
___ Waiter/Waitress	___ Gardener
___ House Painter	___ Librarian
___ Assembly Line Worker	___ Sales Clerk
___ Nurse's Aide	___ Mechanic
___ Delivery Service	___ Food Service Worker
___ Cashier	___ Laundry Worker
___ Day Care Worker	___ Truck Loader
___ Veterinarian's Aide	___ Janitor
___ Gas Station Attendant	___ Receptionist
___ Dishwasher	___ Clean and Set Tables
___ File Clerk	___ Stock Person
___ Grocery Store Worker	___ Other _____
___ Truck Driver	

14. Check the things that you CAN do:

___ Type	___ Use a calculator
___ Use a cash register	___ Count money
___ Count Change	___ Change sheets on bed
___ Clean a bathroom	___ Pump gas
___ Change a diaper	___ Feed a baby
___ Sweep	___ Mop
___ Wash dishes by hand	___ Load a dishwasher
___ Set a table	___ Ride a bicycle
___ Cook	___ Fold laundry
___ Lift heavy objects	___ Drive a car
___ Use a telephone	___ Use a vacuum
___ File by numbers	___ File alphabetically

15. List any other skills you have or things that you can do.

16. Circle the words that you think best describe you.

Honest	Quiet	Loud
Dependable	Hard Working	Serious
Cooperative	Joking	Pleasent
Happy	Worried	Afraid
Hated	Talkative	Lazy
Nervous	Active	Careful
Capable	Curious	Easygoing
Creative	Considerate	Energetic
Emotional	Trusting	Trustworthy
Strong	Understanding	Cheerful
Friendly	Helpful	Independent
Intelligent	Kind	Likeable
Loyal	Mature	Outgoing
Patient	Quick	Relaxed
Reliable	Responsible	Self-Confident
Thoughtful	Respected	Leader
Musical	Artistic	Perfectionist
Competitive		

Goal 2
Activity 3

PARENT INTERVIEW

General Student Information

Student's Name _____
First Middle Last

Birthdate _____ Age _____

Current Address _____ Phone _____

Parent/Caregiver _____ Phone _____

Parent/Caregiver Address _____
(If different from student's)

1. What kind of high school program would you like for your son or daughter (check all which apply)?

_____ Classes preparing for college
_____ Classes which teach basic reading, writing, and math
_____ Classes which teach skills needed for independent living, such as cooking, budgeting, shopping, hygiene
_____ Vocational classes such as business, mechanics, carpentry
_____ Work/study or on-the-job training

2. What do you consider the most important skills for your son/daughter to learn in school (for example, math, reading, writing, spelling, job-seeking skills, job-keeping skills)?

3. When do you think your son/daughter will graduate? _____

4. In what kind of program would you like your son/daughter enrolled after finishing high school?

_____ College
_____ Military
_____ None
_____ Junior College
_____ Industrial/trade school
_____ Don't know

5. What do you see your son/daughter doing after leaving high school?

a. employment:

b. living arrangements:

c. leisure activities:

Page Two

6. What types of work do you think your son/daughter would like best? Why?

7. What types of work do you think your son/daughter might not like? Why?

8. What type of summer job do you think your son/daughter could perform this summer or next? Would he/she need training to do this?

9. What work behaviors/attitudes does your son/daughter have that an employer might like?

10. What specific job-finding or job-keeping skills would you especially like your son/daughter to learn?

Goal 2
Activity 5

CLASS SUMMARY OF VOCATIONAL INTERESTS

Student Name	Prioritized Career/Job Interests	Math Level	Reading Level	Career Exploration Goals Needed (Circle)
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9

Class Summary of Vocational Interests
Page Two

Student Name	Prioritized Career/Job Interests	Math Level	Reading Level	Career Exploration Goals Needed (Circle)
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9

Work observation sites needed:

APPENDIX - GOAL 3

Goal 3
Activity 3

CAREER VALUES ACTIVITY SHEET

Here are 5 incomplete sentences to help you think about values. In the lists that follow each one, check every word that you want to finish the statement. If you like, you can add or change words.

After you mark all the words you want in a list, go back and number them in order of importance to you.

1. In my job, I want to _____

_____	make money	_____	take risks
_____	have fun	_____	follow directions
_____	be important	_____	work with others
_____	be physically active	_____	be in charge
_____	make things	_____	do different things
_____	think	_____	be safe
_____	be independent	_____	make the world better
_____	organize things		

2. In my job, I'd like to have _____

_____	adventure	_____	money
_____	comfort	_____	power
_____	fun	_____	nice clothes, cars
_____	happiness	_____	security
_____	free time	_____	peace and quiet
_____	nice surroundings	_____	many friends

3. On the job, I want to be _____

_____	brave	_____	honest
_____	smart	_____	caring
_____	confident	_____	competitive
_____	hard-working	_____	responsible
_____	creative	_____	free
_____	neat	_____	needed
_____	tough	_____	mature
_____	kind	_____	organized
_____	loyal	_____	powerful
_____	trusting	_____	funny
_____	easy to talk to	_____	self-accepting

4. In the world, I would like to work toward _____

_____	peace	_____	brotherhood
_____	human rights	_____	arms control
_____	developing technology		

Goal 3
Activity 3

CAREER VALUES ACTIVITY SHEET

WHO AM I?

Write words that describe you best in each box.

AM	WANT	NEED
HATE	DON'T	LOVE
HAVE	CAN	TRY

Adapted from Michelozzi, B.N. (1984). Coming Alive From 9 to 5. Palo Alto, CA: Mayfield Publishing.

APPENDIX - GOAL 4

Goal 4
Activity 2

Sample Lesson Plan

Goal: The student will use a variety of information sources to learn about jobs/careers and to generate an individual list of local employment options.

Objective: Given classified employment ads in the local newspaper, the student will monitor and gather information about a job category/career of interest.

Criteria: The student independently locates and reads ads for a job category/career of interest in the local paper on a daily or weekly basis and produces an oral or written statement about each advertised job reviewed. Statements may describe special skills required or tell why the student would like to apply for the job, or may be a question the student would like to ask the employer.

Materials: Local newspaper, list of want ad abbreviations, overhead projector and transparencies of selected want ads.

Instructional Plan:

A. Context for learning
   1. Students are offered a rationale for following the want ads:
      a. Many entry level jobs are advertised in the paper. Following ads lets you know what kinds of jobs are available in the community and tells you what experience, education, and skills those jobs demand. You can sometimes get an idea about wages and benefits.
      b. You need to know how to use the Classified Index and read ad abbreviations to be able to get at information.

B. Assessment
   Students are each presented with a copy of the local newspaper and asked to locate an ad for a specific job which appears in the classified section. They answer a series of questions about the job prepared by the teacher to test their ability to use the ads.
   Questions could include the following:
   1. What education/experience/skills is the employer looking for?
   2. What do the letters EOE (or other abbreviation in the ad) stand for? What does that mean?

C. Instruction
   1. Students are introduced to the Classified Index of the local paper
      a. The Index explains the classification system used by the paper.
      b. The Index helps readers quickly locate ads in specific categories.
      c. Use the index to locate the employment section of

the classified ads.

d. Is the employment section divided into categories? What are they? Where would you find a secretarial job listed? Sales? (Others, depending on the paper).

2. Students survey the types of employment want ads listed in the paper and are encouraged to read several.
   a. Want ads are like puzzles. Let's look at (selects one).
   b. Can you figure out what this abbreviation means?
   c. Do you know what "references" are?
   d. Let's see how many want ad abbreviations and terms you already know or can figure out.
3. Students are tested on the meaning of common want ad terms and on their abbreviations (informally, using chalkboard or overhead in a group activity, or formally in 1:1 assessment or by asking for written definitions). A list of common terms is included in this lesson plan.
4. Students learn abbreviations which they do not know. Ads containing these abbreviations may be xeroxed onto transparencies. The teacher may then use an overhead to have students read ads and answer questions which require a knowledge of common ad terms. Students should be encouraged to use context and initials as clues. See sample ad with questions included in this unit.

D. Practice

Students practice using the Classified Index to locate ads daily, at first as a group, and then independently as students gain proficiency. Each student locates, reads, and clips an ad of interest. The ad is attached to notebook paper on which the student records special skills required for the job, tells why he or she would like to apply for the job, and/or writes a question he or she would like to ask the employer. The ads and student comments may be filed in each student's Career Exploration Notebook. In small communities, students may select any job of interest each day; in large communities with a number of help wanted ads, the student should focus on a specific type of job and thus monitor the opportunities available, requirements, and benefits of the job type over time.

Students may also use the newspaper's classification system to maintain a tally of the number of jobs advertised in each category over several weeks, so that they can see the frequency with which specific types of jobs are advertised. A chart can be posted on the wall and individual students can assume responsibility for monitoring each category.

E. Evaluation

Student comments attached to ads filed in the Career Exploration Notebook will reflect comprehension of the classified ad. The student will also evaluate, orally or in writing, local opportunities for employment in the type of work he or she has monitored.

Goal 4
Activity 2

WANT AD TERMS AND ABBREVIATIONS

Learn the abbreviation for and meaning of each of these terms. Use them to figure out help-wanted ads in your local paper.

AA	affirmative action	nat'l.	national
ad	advertisement	nec.	necessary
agcy	agency	ofc.	office
a.m.	morning	oppty.	opportunity
appt.	appointment	pd.	paid
ben.	benefits	perm.	permanent
betw.	between	pref.	preferred
co.	company	PT	part time
col.	college	pres.	president/present
DOE	depending on experience	refs.	references
dept.	department	req'd	required
eve.	evening	rm.	room
exp.	experience	sal.	salary
FT	full time	temp.	temporary
gen.	general	trnee.	trainee
hr.	hour	transp.	transportation
hi.sch.	high school	w/	with
grad.	graduate	wk.	week
immed.	immediate	wmp	words per minute
ins.	insurance	secty.	secretary
lic.	license	wkly.	weekly
incl.	including	yr.	year
c/o	in care of	yrs.	years
min.	minimum	info.	information
mgr.	manager	EOE	equal opportu-nity employer
mgmt.	management		
mo.	month	SASE	self-addressed stamped envelope

Goal 4
Activity 2

FINDING WORK IN THE NEWSPAPER

CLASSIFIED INDEX

Employment / Schools

94 Employment Information
96 Babysitters-Childcare
98 Babysitters Wanted
100 Help Wanted-General
102 Salespeople Wanted
104 Work Wanted
106 Schools-General
108 Music Lessons
110 Swimming Lessons
112 Flying Instruction
114 Beauty Schools

The Lewiston Morning Tribune is currently taking applications for jr carrier routes Openings in Pomeroy. For info. please call Mike McKay (208) 743-9411, ext. 256, Mon - Fri.

---

1. In what section of the newspaper can you look for a job?

2. What job is the Tribune advertising for?

3. What do you think the requirements would be for this job?

4. What does the abbreviation info. mean in this advertisement?

5. Could you call Mr. McKay on Tuesday?

Goal 4
Activity 2

FINDING WORK IN THE NEWSPAPER

MANAGER TRAINEE - EOE
If you qualify, you will receive $1500 per mnth for two months while in school.
$24,000 per year after grad.
Sales and management exper. helpful. Call between 11 a.m. & Noon for appt., 746-9623.

1. What job is being advertised?

2. What qualifications do you think this employer is looking for?

3. Does this employer offer training?

4. What would be a good time to call for an appointment?

5. What does the abbreviation EOE mean?

Goal 4
Activity 2

FINDING WORK IN THE NEWSPAPER

HELP WANTED/GENERAL 100

BOOKKEEPER: To perform fulltime bookkeeping, and some receptionist duties. Two years bookkeeping or education and training which would provide for level of experience required. $959/per month. Call Whitman County Alcoholism Center (509) 332-6585 for application and job description. Closing May 17. AA/EOE.

1. What job is being advertised?

2. What experience is required for this job?

3. How much does the job pay per month? Per year?

4. Is the salary listed gross or net?

5. How could you get an application?

6. Could you apply today?

Goal 4
Activity 2

FINDING WORK IN THE NEWSPAPER

GALS -- GUYS 17 & OVER
National firm now has openings for several neat, young people to assist me in my NATIONWIDE TRAVEL PROGRAM
No experience needed but must be able to leave immediately and travel extensively to U.S. beach and resort areas. High paying casual conditions make this extremely desirable for the younger set. Transp. provided. For immediate placement. Mr. Johnson at 758-1631 Thurs. & Fri. 10-5 p.m. only. Parents welcome at interview.

---

1. What job is being advertised?

2. What do you think the duties of this job would be?

3. How do you qualify for this job?

4. How could you interview for this job?

5. Would you apply for this job?

Goal 4
Activity 5

JOB INFORMATION SOURCES

Library Source Inventory

PUBLICATION/FORMAT	INFORMATION
Occupational Outlook U.S. Dept. of Labor Handbook Published every 2 years	Job requirements and responsibilities; working conditions and benefits; places to obtain training; future outlook.
Idaho View Idaho Dept. of Labor Microfiche 1978	Comprehensive reports on jobs available in Idaho. Includes job requirements and qualifications; training; salary, hours, and benefits; prospects and opportunities; information sources.
Career Information Center Butterick Publishing 12 Volumes 1978	Each volume contains information on jobs in 1 of 12 career clusters. Has a master index in a separate volume. Topic include: nature of the work; education; how to get the job; advancement; conditions; earnings; information.
Career Occupational Preference System EDITS Booklet for each cluster 1979	Designed for use with COPS assessment. Contains brief job description; qualifications; training, earnings; outlook; information sources
Subject: Social Studies/ Object: Career Opportunities An 8x11 card for each job 1978	Each card contains data on the nature of the work; duties; outlook; earnings; qualifications; working conditions; information sources.

Goal 4
Activity 6

SAMPLE QUESTIONS DEVELOPED BY STUDENTS FOR GROUP TOUR

Site: Supermarket

Jobs Observed: clerk, baker, computer operator

Questions to manager:
1. How many people work here?
2. What kinds of jobs do people do here?
3. Would I need a high school diploma to apply for a job here?

Questions to aisle clerk:
1. Where does all the food come from?
2. Why do you put the new packages behind the old ones?
3. Why don't you have to put prices on things?
4. What time do you come to work?
5. Do you like working here?

Questions to baker:
1. Do you bake all the things in the glass case or do you get them somewhere else?
2. Are you allowed to eat some of the food you make?
3. What happens to the food nobody buys?
4. Does it get real hot in here?
5. Does somebody clean up for you?

Questions to computer operator:
1. Why do you need a computer in a grocery store?
2. Where did you learn how to run a computer?
3. How does the machine at the checkout counter read the black lines on packages?
4. Can the computer make mistakes?
5. How much did the computer cost?

Goal 4
Activity 7

JOB INFORMATION SOURCES

USING WRITTEN RESOURCES

Name _____

Job/Career Researched _____

Source of Information _____

1. Briefly describe the responsibilities of this job.

2. What are some of the advantages of this job?

3. What special training is needed for this job?

4. Which high school vocational classes might help prepare you for this job?

5. Where else could you go for the training you would need?

6. Are there jobs of this type in your community? Yes ___ No ___
If not, where are they?

Goal 4
Activity 7

QUESTIONS ABOUT JOBS

Use these questions as a guide as you read and make notes about a job in which you are interested. Then arrange the information into a report to present to others in your career exploration class.

YOUR QUALIFICATIONS FOR THE JOB:

1. What special abilities does the job call for?
2. What education does the job call for?
3. Will you need a special license or certificate?
4. Will you be expected to join a union?
5. Which personality traits are most helpful on this job?

WHAT THE JOB OFFERS YOU:

1. What is the salary?
2. What benefits are usually offered?
3. What special advantages does the job offer?
4. Are there opportunities for travel or study?
5. Are there opportunities for promotion?
6. Will the experience from this job help you get a better job later?

WORKING CONDITIONS:

1. Will you work mostly alone or with others?
2. Is the work physically strenuous?
3. Is the work mostly indoors or out?
4. Is the work noisy, dirty, or dangerous?
5. Is there variety in the duties involved?
6. Are the hours regular?

ABOUT THE FIELD OR WORK:

1. What are the opportunities for your sex in this field?
2. Is the work available locally?
3. Are there periods of layoff or reduced hours?
4. Do people tend to stay on this job or quit?
5. What does the future look like-will there be a continuing need for workers at this job?

Adapted from: Survival in the World of Work
Brattleboro Area Vocational Center
Brattleboro, VT

APPENDIX - GOAL 5

Goal 5
Activity 2

Goal: The student will learn the critical skills required for obtaining job/career information through personal interviews: using the phone, determining appropriate questions, introducing himself or herself, participating in an information interview, taking notes, and writing a follow-up letter. These skills can be taught in the classroom using roleplay with corrective feedback prior to contact with the employer.

Sequence of activities:

1. Choosing a resource person
2. Practice using the telephone to arrange an interview
3. Using the phone to arrange an interview
4. Formulating interview questions about a specific job/career
5. Practice introducing self and asking prepared questions
6. Practice recording and reporting information
7. Information interviewing
8. Writing a letter of appreciation

SAMPLE LESSON FOR ACTIVITY 2: USING THE TELEPHONE

Objective: The student will use the telephone to contact a community resource person and schedule an appointment for an information interview.

Criteria: The student will correctly dial the number and identify himself, appropriately ask to speak to the resource person, clearly state his request, confirm the details of the appointment (day, time, place) and thank the person.

Materials: teletrainer or telephone; prepared script

Instructional Plan:

A. Context for learning
Students are introduced to information interviewing as an excellent method of obtaining answers to their questions about specific types of work, including job responsibilities, education and experience required to do the work, work attitudes considered important, wages and benefits, and opportunities for employment and advancement. Students have the advantage of obtaining information directly from employers or experienced workers and have the chance to begin the networking process which may be helpful in finding work later.

Telephone skills are needed to (1) clearly request the interview without wasting a resource person's time, (2) confirm a day, time, and place, and (3) make a good impression.

B. Assessment

If the students' skill level is not known, the teacher may structure a roleplay in which each student's telephone skills can be informally assessed by direct observation prior to instruction.

C. Instruction

1. Skilled peer and/or teacher model using the phone to arrange an information interview.
2. Each student prepares a script introducing himself or herself, stating the reason for the call, confirming the details of the appointment, and closing the conversation (sample attached).
3. Students read through their scripts with others in small groups, obtain feedback from peers, and make additions or deletions.

D. Practice

1. Students rehearse with peers, using prepared scripts, until fluent on questions and responses. They record the date, time, and place of the appointment. Peers and teacher provide positive and corrective feedback. A checklist or data sheet may be used.
2. Peer "employers" vary their responses so that students can depart from their scripts when the situation requires it.

E. Evaluation

Each student uses the teletrainer or a telephone to simulate using the phone to successfully arrange an information interview and record the date, time, and place of the interview. Calls may be videotaped for student self-evaluation.

Goal 5
Activity 2

SAMPLE TELEPHONE SCRIPT

Hello. This is Todd Spence. May I speak to Mr. Corman?

Mr. Corman, this is Todd Spence. Mr. Whitman at Ferris Junior High suggested I call you. I'm interested in learning more about a career in auto mechanics. Could we arrange a time for me to come by the shop to talk with you?

What's a good day for you?

Yes, Monday's great. Would 3:30 p.m. be all right? I'm in school until 3:00.

I know where the shop is. Should I come right to the office?

Is it all right if I use a tape recorder? It will help me get all the information I need.

Thanks for meeting with me. I'll see you on Monday.

Goodbye.

Goal 5
Activity 4

SAMPLE QUESTIONS FOR INFORMATION INTERVIEWS:

EMPLOYERS

There are some questions you may ask an employer to gather information about a job you are interested in at his place of business.

1. What skills are needed to do the job?
2. Is a high school diploma necessary? Is any special training or experience required?
3. What do you look for in a good employee?
4. What kind of training do new employees receive?
5. What are the possibilities for promotion?
6. How much does the job pay to start?
7. What kind of employee benefits are available?
8. What is the main thing you look for when you interview applicants for this job?

Goal 5
Activity 4

SAMPLE QUESTIONS FOR INFORMATION INTERVIEWS:

EMPLOYEES

These are some questions you may ask an employee about his job.

1. Why did you choose this job?
2. Do you like this job? Why?
3. What skills did you need to get this job?
4. Was a high school diploma or special training required?
5. What was the job interview like?
6. Were you trained at all after you were hired?
7. Is there anything about this job that you don't like?
8. How long have you worked at this job?
9. Have you had a raise since you started?
10. Are you happy with what you are earning?
11. What are some of the benefits you receive?
12. If you had it to do over, would you still take this job?

Goal 5
Activity 4

INFORMATION INTERVIEWS: FORMER EMPLOYEE

These are some questions you may ask an employee about a former job.

1. What was your reason for leaving the job?
2. Did you like the work? Why?
3. How long did you work at that job?
4. What skills did the job require?
5. What were some of the benefits of the job?
6. What kind of training was provided on the job?
7. What would you change about the job?
8. Are you working somewhere else now? What kind of a job is it? Do you like it?

Goal 5
Activity 5

HOW TO DO INFORMATION INTERVIEWING

1. Decide where you need to go for information.

2. Set up an interview. Phone for an appointment:
   a. Give your name.
   b. Ask to talk to the person you want to interview.
   c. When you are transferred to that person, give your name again.
   d. Give your reason for calling.
   e. Ask for 10-20 minutes to come in and meet with the person.
   f. Set a time and date at his or her convenience.
   g. Find out how to get there.
   h. Thank the person and say good-bye.

3. Prepare for the interview:
   a. Write down the questions you want to ask.
   b. Practice in front of a mirror or with a friend.
   c. Take time for good grooming - shower, wash and comb hair, clean fingernails, and so on.
   d. Dress appropriately in clean clothes.
   e. Be sure to take questions and a note pad along.
   f. Allow enough time to get there and find the right room.

4. Arrive at the interview site. When you get there:
   a. Introduce yourself to the receptionist or secretary. Tell her who you want to see and when your appointment is.
   b. Take a seat and wait.

5. Participate in the interview:
   a. Introduce yourself to the person and shake hands if he or she extends a hand.
   b. Use written questions if you like; take notes if you want to. If it is hard for you to remember information, you may ask permission to tape the interview when you call to make an appointment.
   c. Don't let the interview drag - remember, you are in control. Take only the time you asked for.
   d. Be pleasant and confident.
   e. Both you and the person you interview have a right not to answer questions if you don't want to.
   f. Thank the person for his or her time.

6. Follow up with a thank you note.

Goal 5
Activity 7

SAMPLE QUESTIONS DEVELOPED BY STUDENT FOR INFORMATION INTERVIEW

Site: Municipal Parks Department

Job: Groundskeeper

Person Interviewed: City Clerk

Questions:

1. How long has the park been here? How did it get started?
2. What kind of work does a goundskeeper do?
3. Does he keep the pool clean? How much water does the pool hold?
4. Does he work outside when it's raining? What about in winter?
5. What kind of tools does he use? Does he use a riding lawnmower?
6. Does he need any special clothes to wear? Who pays for them?
7. Is it a full time job?
8. Is the work real hard?
9. How much money does the groundskeeper make?
10. How many groundskeepers work in the park?
11. What skills do you need to work in the park?
12. Are you hiring right now?

APPENDIX - GOAL 6

Goal 6
Activity 1

A SAMPLE WORK OBSERVATION VIDEOTAPE IS AVAILABLE FROM THE SECONDARY TRANSITION AND EMPLOYMENT PROJECT. WORKSITES WERE SELECTED TO SHOW SKILLED AND UNSKILLED JOBS AVAILABLE IN THE COMMUNITY WHICH ARE OF INTEREST TO STUDENTS. THE TAPE INCLUDES THE FOLLOWING JOBS:

SITE	JOBS
Auto Shop	1. lube rack 2. detail room 3. computer diagnosis
Grocery Store	1. produce 2. checker 3. stock clerk
Department Store	1. pricing merchandise 2. preparing stock for shelves 3. sales
Fast Food Restaurant	1. front counter 2. salad bar 3. food preparation

Career Exploration Goal 6
Activity 1
Sample Lesson Plan

Goal: The student will learn to observe people at work and to analyze the critical skills which are needed to perform the job.

Objective: Shown a videotape of a specific job performed at a local work site, the student will observe the tape and accurately record information about the job tasks, academic and social skills needed, and the work environment.

Criteria: The information can be summarized in a variety of ways depending on the ability of the student to record his or her observations. Some methods of reporting may include having the student review a checklist of possible tasks/skills/environmental conditions prepared by a person familiar with the job and marking those actually observed; requiring the student to complete a simple task analysis such as the Student Job Analysis form included in the unit; or asking the student to write a brief description of the activities he observed a worker perform and the academic and interpersonal skills required.

Materials: Videotapes of job sites and the Student Job Analysis Form. A sample work observation videotape and accompanying observation form is available from STEP.

Instructional Plan:

A. Context for learning
   1. Students review previous activities guided by teacher's questions:
      a. You've learned a lot about a job which interests you.
      b. What are some sources of information you've used?
      c. Which were the most useful?
      d. Can you think of other ways to learn what the job is really like (job responsibilities, working conditions)?
      e. What about actually being on the job site where you can see the job being done and talk to the workers and employer?
   2. Students are provided a rationale for observation training:
      a. You will be going to job sites of interest soon.
      b. For you to determine whether you have the skills to do a job and would really like to do the job, you must be able to accurately observe the job to figure out what skills the job requires and what it would be like to work in that environment.
      c. Observation skills can be learned by viewing videos of job tasks in the classroom, recording what you see and comparing your notes and impressions with those of others.

B. Assessment
   Students view a teacher-made videotape of an entry level job performed in a community work setting, such as setting up a salad bar at a restaurant (see suggestions for creating work observation tapes at the end of this lesson). Students are asked to complete

the Student Job Analysis Form in this unit by listing the steps involved in performing the task and by checking requirements/conditions in Sections B, C, and D. (Alternatively, students may complete a simplified checklist or an oral or written description). Students experiencing difficulty with this task should participate in the activities described below.

C. Instruction

1. Students review the preassessment videotape as a large group activity, with the teacher using stop action and replay until all elements of the task are observed by students.
2. Students generate a group task analysis of the work observed (on chalkboard or overhead) and compare the class analysis to their own preassessment sheet. Each student corrects discrepancies and adds steps as needed. Observed job skills, essential work behaviors, and working conditions are noted on the back of the analysis sheet.

D. Practice

Students are shown additional videotaped jobs from community sites one at a time over the course of several instructional periods, until they are able to list sequentially the steps involved in performing a single job and can specify those job skills and working conditions demonstrated on the tape.

Based on the students' prioritized lists of preferred jobs, the teacher contacts community employers to arrange on-site work observations by students. Observations may be done individually (for example, one student is interested in becoming a beautician; she conducts the observation by appointment on her own) or in small groups (for example, 5 students are interested in working for a fast-food restaurant and they conduct a work observation with the manager and the teacher as a group). Work observation should not consist of a general tour of the work site.

Goal 6
Activity 1

SUGGESTIONS FOR CREATING WORK OBSERVATION VIDEOTAPES

SELECTING SITES

1. Choose entry-level jobs in the community which interest students.
2. Identify employers willing to cooperate (Consider employers who have served as resource persons and employers with whom you have a business or personal relationship; check with co-workers or friends who have business contacts.

APPROACHING EMPLOYERS

1. Make the initial contact by telephone. Identify yourself ad your affiliation and ask if this is a convenient time for him/her. If so, briefly explain your program and ask if you can schedule an appointment to further discuss the program, observe the job, and make arrangements to tape.
2. Meet with the employer to answer any questions about the program, obtain permission to tape (see sample form), observe the job being done, and decide how to set up for taping.

TAPING

1. Arrange for and become familiar with video equipment.
2. Plan a 10-15 minute segment on a specific job based on your on-site observation. Although you may wish to tape several jobs at the site, each segment should show only 1 job and should consist of:
   a. a camera pan of the workplace and a voiceover lead describing the jobsite and introducing the job which will be observed:
   b. a 10-15 minute tape of the job, with the worker engaging in tasks he or she typically performs and including environmental noises; and
   c. the worker's comments (or answers to questions) about the nature of the work, training required, work behaviors/attitudes needed, and opportunities for training.

FOLLOW-UP

1. Write letters of appreciation to the employer and worker(s).
2. Edit the tape if necessary.

PERMISSION TO PHOTOGRAPH

The vocational special education program offers students the opportunity to obtain job training in conjunction with classroom instruction in essential academic and social skills. Before students are placed on work sites, they participate in a series of activities designed to help them learn to carefully observe a job, identify the job skills and work behaviors required, and determine whether they have or could learn the necessary skills and behaviors.

Slides and videotapes of job sites help us train observational skills in the classroom. They may also be used for teacher training but will not be used commercially. If you will permit photographs or videotapes of specific job performance given advance notice and in compliance with your regulations, please sign below.

_____ _____

Signature Date

_____ _____

Work Site Taping Date

Goal 6
Activity 1
Sample Video Script for Work Observation

CHIPMAN & BROWN SERVICE DEPARTMENT

Contact: Dale Poole
Observation Setups: auto prep
lube rack
electrical

Date: April 9, 1986
Time: 9:00 a.m.

Camera Position	Script
Pan service dept.	Today we're looking at work performed in the service dept. of C-B Chevrolet Dealership in Pullman. We'll talk to the service manager about the types of jobs his employees perform and the kinds of skills and work attitudes he wants to see in his employees. Then we'll watch 3 employees as they do their jobs.
On Mr. Poole	This is Dale Poole, manager of the service department here. Mr. Poole, what kind of work goes on here? (Brief overview of all jobs.) What skills should a person have who wants to work here? What work behaviors do you expect in an employee? Attitudes? What kind of training do you provide for employees? What does the job market look like for a student with a high school diploma? How helpful would h.s. auto shop classes be? Voc. training at a college? Could we look at some of the jobs done here?
Cut; set up in car prep area; zoom in on specific tasks	What is involved in getting a car ready for the lot? What skills does this employee need? About how much could an employee expect to earn? Are there opportunities for training or promotion?

Cut; set up at lube rack	What happens here?
	What skills are needed?
	About how much does it pay?
	Additional training/advancement?
Cut; set up at electrical	What does this worker do?
	This job requires working with computer systems. Is this something a h.s. grad. could learn o.j.t. or would he need special training? Who provides it?
	Are math and reading skills needed?
	About how much could a worker expect to earn after training?
Tight on Mr. Poole	What is your advice to students hoping to work in an auto service department?

Goal 6
Activity 1

STUDENT JOB ANALYSIS

Observer _____

Date _____

Job Site _____

Job _____

List each task you observed the worker perform to do this job:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

B. Job Requirements: Check those observed and add comments, if needed.

1. Math
   Add _____ Subtract ____ Multiply ____ Divide ____

   Make Change ____ Tell Time ____ Measure ____

2. Reading
   Directions ____ Manuals ____ Labels/Signs ____

3. Writing ____

4. Speaking to:
   Supervisor ___ Coworkers ___ Customers ___ Others ___

5. Using the telephone to:
   Take messages ___ Give information ___ Make requests ___

6. Using hand tools _____

7. Operating machinery _____

8. Lifting, carrying, pushing, pulling _____

9. Other _____

C. Work behaviors: Check those observed and add comments, if needed.

1. Controls anger _____
2. Gets along with others ___
3. Gets to work on time _____
4. Finishes work on time ____
5. Works safely _____
6. Dresses appropriately ____
7. Shows enthusiasm for job _
8. Maintains good grooming __
9. Sticks to job until done ____
10. Works independently _____
11. Works neatly and accurately _
12. Takes care of equipment _____
13. Asks for help when needed ___
14. Is honest _____
15. Accepts changes _____

Comments: _____

_____

_____

D. Working conditions: Check those observed and add comments, if needed.

1. Extremely hot _____
2. Extremely cold _____
3. Humid _____
4. Wet _____
5. Dry _____
6. Dusty and dirty _____
7. Noisy _____
8. Supervised work _____
9. Independent work _____
10. Good lighting _____
11. Good ventilation _____
12. Tension and pressure _____
13. Distracting conditions _____
14. Hazardous _____
15. Working with others _____
16. Working alone _____
17. Working mostly inside _____
18. Working mostly outside _____
19. Working many hours _____
20. Other _____

Comments: _____

_____

E. Interview an employee, supervisor, or manager to find out:

1. What training is required? Where can I get it?

2. What is the salary?

3. What are the hours?

4. Are there deadlines to meet?

5. How accurate does the work need to be?

6. What work habits are required to keep the job?

F. Self-Evaluation

1. Could you do this job with the skills you have?

2. Could you do this job with training? _____ What skills would you need to learn?

3. Is this a job you would like to do?

STUDENT JOB ANALYSIS

Observer Seth Anderson

Date 5-4-86

Job Site Arby's

Job salad bar

List each task you observed the worker perform to do this job:

1. punch time clock
2. wash up
3. put on uniform
4. get jars of vegs. from refrig
5. fill containers in salad bar
6. wipe off containers
7. wipe off counter
8. drain off water
9. get pan of ice from freezer
10. put ice in salad bar
11. wipe off glass
12. help cut up vegs.
13.
14.
15.

B. Job Requirements: Check those observed and add comments, if needed.

1. Math
   Add ____ Subtract ___ Multiply ___ Divide ___
   Make Change ___ Tell Time X Measure ___
2. Reading
   Directions ___ Manuals ___ Labels/Signs ___
3. Writing ___
4. Speaking to:
   Supervisor X Coworkers X Customers X Others ___
5. Using the telephone to:
   Take messages ___ Give information ___ Make requests ___
6. Using hand tools _____
7. Operating machinery _____
8. Lifting, carrying, pushing, pulling _____
9. Other _____

C. Work behaviors: Check those observed and add comments, if needed.

1. Controls anger _____
2. Gets along with others X
3. Gets to work on time X
4. Finishes work on time X
5. Works safely _____
6. Dresses appropriately X
7. Shows enthusiasm for job X
8. Maintains good grooming X
9. Sticks to job until done X
10. Works independently _____
11. Works neatly and accurately X
12. Takes care of equipment _____
13. Asks for help when needed X
14. Is honest _____
15. Accepts changes _____

Comments: _____

_____

_____

D. Working conditions: Check those observed and add comments, if needed.

1. Extremely hot		11. Good ventilation	X
2. Extremely cold		12. Tension and pressure	
3. Humid		13. Distracting conditions	
4. Wet		14. Hazardous	
5. Dry		15. Working with others	X
6. Dusty and Dirty		16. Working alone	
7. Noisy		17. Working mostly inside	
8. Supervised work	X	18. Working mostly outside	X
9. Independent work		19. Working many hours	
10. Good lighting	X	20. Other	

Comments: _____

_____

E. Interview an employee, supervisor, or manager to find out:

1. What training is required? Where can I get it? on the job
2. What is the salary? $3.35/hr
3. What are the hours? 4:00 - 7:30 p.m.
4. Are there deadlines to meet?
5. How accurate does the work need to be? has to look good
6. What work habits are required to keep the job? be clean - smile at customers

F. Self-Evaluation

1. Could you do this job with the skills you have? some of it
2. Could you do this job with training? yes What skills would you need to learn? cutting up stuff
3. Is this a job you would like to do? yes

Goal 6
Activity 2

WORK OBSERVATION SITE DEVELOPMENT LOG

School: City:

Contact Date	Site & Address	Contact Person/ Phone	Tasks	Observation Site	Training Site

Goal 6
Activity 4

JOB SKILL/INDIVIDUAL SKILL ANALYSIS

Name _____ Date _____

Observation Site _____ Job _____

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I DO NOT HAVE:

THESE ARE WAYS I COULD GAIN THE SKILLS I NEED:

THESE ARE POSSIBLE CHANGES IN THE WORKPLACE OR THE WAY THE JOB IS DONE THAT WOULD ALLOW ME TO DO THE JOB:

THIS JOB IS: _____ ONE I BELIEVE I COULD DO

_____ PROBABLY NOT RIGHT FOR ME

APPENDIX - GOAL 7

Goal 7
Activity 2

SURVEY OF JOBS TYPICALLY PERFORMED BY JUNIOR HIGH STUDENTS

Babysitting

Yard work

Paper route

Working harvest

Painting houses

Housecleaning

Working in family business

Pet care

Digging postholes

Cleaning garages

Vending food/drinks

Breaking boxes/recycling

Washing cars

Some municipal jobs
part-time (pool, library)

CAREER EXPLORATION RESOURCES

I. IDAHO CURRICULUM DISSEMINATION CENTER: UNIVERSITY OF IDAHO

A. Guides:

1. Securing Employment (1977). American Home Economics Association. Also for sale by Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

   Contains competencies, objectives, resources, learner information sheets related to work values, career clusters, securing employment, communication.

2. "You're Hired" (1972). Developed by Learning Resources Center, Virginia Commonwealth University. Published by Instructional Materials Center, Continuing Education, University of Texas at Austin.

   Information on analyzing interests and aptitudes and completing applications. Excellent section on interviewing, including checklists and follow-up.

3. Idaho Cooperative Education Handbook (1984). State Division of Vocational Education, Boise, Idaho. $15.00.

   Handbook for teachers and administrators interested in setting up a community-based vocational program.

4. Growing and Going to Work. New Jersey Department of Education, Division of Vocational Education and Career Preparation; through New Jersey Vocational Curriculum Lab. Rutgers University, New Brunswick, New Jersey.

   Field Guide. Activities on following directions and using money, maps, and schedules.

B. Filmstrips/Films/Videotapes:

1. Career Skills: How to Write a Resume. (1979). The Skills Group of the Center for Humanities, Inc. Slides/tape.

2. One Small Step. Provides some useful ideas on how managers and employees can improve their work environments through cooperation. Film. Time: 28:00.

3. Telephone Manners. Demonstrates every important step in answering a phone. Film. Time: 11:00.

II. AUDIO VISUAL CENTER: UNIVERSITY OF IDAHO (208) 885-6411

16 mm Films:

1. Your Job: Finding the Right One. CORF. 1969. Time: 13:00. $6.75 rental fee.

2. Your Job: Fitting In: CORF. 1969. Time: 15:00. $6.75 rental fee.

   Portrays the problems of two workers, one fired for doing too little, and the other for trying to do too much.

3. Office Practice: Working with Others. CORF. 1972. Time: 14:00. $6.75 rental fee.

4. Office Practice: Your Attitude. CORF. 1972. Time: 11:00. $6.75 rental fee.

   Shows how a person's attitude is reflected in grooming, posture, dress, speaking, listening, asking questions, and getting along with other people.

III. ADDITIONAL RESOURCES

A. Vocational Skills

1. Brolin, D.E. & Kokaska, C. J. (1985). Career Education for Handicapped Individuals. Columbus, OH: Charles E. Merrill Publishing Co.

2. Kimeldorf, M. R. (1984). Special Needs in Technology Education. Worchester, MA: Davis Publications.

3. Mathews, R. M., Whang, Paula L., & Fawcett, S. B. (1984). Learning Job-Finding Skills. Lawrence, KS: University of Kansas IRLD.

4. Michelozzi, B. N. (1984). Coming Alive From Nine to Five: The Career Search Handbook. Palo Alto, CA: Mayfield Publishing. See attached activity sheets.

B. Social Skills:

1. Secondary Transition and Employment Project (1986). Assessing and Teaching Job-Related Social Skills. Available from the STEP Project, University of Idaho, Moscow, ID 83843.

2. Goldstein, A. P. (1980). Skillstreaming the Adolescent. Champaign, IL: Research Press.

3. Mathews, R. M., Whang, P. L. & Fawcett, S. B. (1984). Learning Job-Related Social Skills. Lawrence, KS: University of Kansas IRLD.

C. Life Skills:

1. Brigance, A. H. (1981). Brigance Diagnostic Inventory of Essential Skills. North Billerica, MA: Curriculum Associates.

2. Nishioka-Evans, V., Hadden, C., Kraus, D., Johnson, J., Fredricks, B., & Toews, J. The Teaching Research Curriculum for Mildly and Moderately Handicapped Adolescents and Adults. Monmouth, OR: Teaching Research, 345 N. Monmouth Avenue, Manmouth, OR 97361.

CAREER INFORMATION SOURCES

FEDERAL

National Association of Trade and Technical Schools
2021 K Street N.W.
Washington, DC 20006

Office of Career Information
U.S. Office of Education
2710 Ontario Road, N.W.
Washington, DC 20009

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

U.S. Department of Labor
Regional Administration Office
Federal Office Building
909 First Avenue
Seattle, WA 98174

STATE

Idaho Department of Labor
317 Main Street, Room 400
Statehouse
Boise, ID 83720

Idaho Career Information System
650 W. State Street
Boise, ID 83720

Idaho State Department of Employment
Boise, ID 83720